

Bridges Grade 4 Correlations to Washington Mathematics Performance Expectations

NUMBERS, OPERATIONS, ALGEBRA				
MULTI-DIGIT MULTIPLICATION				
WA Performance Expectations	Bridges	Number Corner	Bridges Supplement	Assessment
4.1.A Quickly recall multiplication facts through 10×10 and the related division facts.	Unit 1, Sessions 8–16 Unit 1, pages 64, 72, 92, 105, 116 (Home Connections 4, 5, 6, 8, 9) Unit 3, Sessions 13–14	September–October Number Line October–May Computational Fluency December Problem Solving February Calendar Collector Number Corner Student Book, pages 6–7, 9–10, 15–16, 22–23, 25–26, 28–29, 34–35, 65, 85–86, 88, 92	Bridges Practice Workbook, pages 5, 11, 13, 15, 23, 25, 39, 44, 51, 53, 57, 59, 63, 65, 87, 93, 136	Informal Unit 1, page 113 Instructional Considerations for Rolling around Multiplication) Unit 1, Sessions 8 & 10 (Work Samples) January–March Computational Fluency (Quick Facts)
				Formal Unit 1, Sessions 7 & 21 (Unit Pre-and Post-Assessments & Student Reflection Sheet) Number Corner Teacher’s Guide, pages 60–63, 97–101, 211–214, 289–292, 365–368 (Baseline Assessment, Checkups 1–4)
4.1.B Identify factors and multiples of a number.	Unit 1, Sessions 8–9, 11–13, 15 Unit 1, page 92 (Home Connection 6) Unit 2, Sessions 7–8, 14, 17–18	September–November Number Line December Calendar Grid January–February Number Line Number Corner Student Book, pages 62, 67, 100	Bridges Practice Workbook, pages 15, 17, 42, 129	Formal Unit 1, Sessions 7 & 21 (Unit Pre-and Post-Assessments & Student Reflection Sheet) Number Corner Teacher’s Guide, pages 365–368 (Checkup 4)
4.1.C Represent multiplication of a two-digit number by a two-digit number with place value models.	Unit 1, Sessions 8–11, 14–15 Unit 1, page 113 (Challenge) Unit 2, Sessions 6–8, 10–11, 14–17, 19 Unit 2, pages 215–216, 244 (Home Connections 15 & 17) Unit 6, Sessions 5–6	November Problem Solving February–April Problem Solving Number Corner Student Book, pages 6–7, 9–10, 15–16, 23, 26–27, 29–30, 35–36, 82, 89, 93, 99, 103	Set A5 Number & Operations: Multi-Digit Multiplication, Activities 2, 7, 8, 9, 11 and Independent Worksheet 7 Bridges Practice Workbook, page 71	Informal Unit 2, Session 14 (Work Sample)
				Formal Unit 2, Sessions 5 & 21 (Unit Pre-and Post-Assessments & Student Reflection Sheet) Number Corner Teacher’s Guide, pages 60–63, 211–214, 365–368 (Baseline Assessment, Checkups 2 & 4)

Bridges Grade 4 Correlations to Washington Mathematics Performance Expectations (cont.)

NUMBERS, OPERATIONS, ALGEBRA				
MULTI-DIGIT MULTIPLICATION				
WA Performance Expectations	Bridges	Number Corner	Bridges Supplement	Assessment
4.1.D Multiply by 10, 100, and 1,000	Unit 2, Sessions 6–13, 17, Unit 2, pages 186, 215–216, 227 (Home Connections 13, 15 & 16) Unit 2, pages 230–232 (Work Place 2A)	September Calendar Grid September Calendar Collector December Computational Fluency Number Corner Student Book, pages 16, 23, 26, 29, 34–35, 38, 41, 78	Set A5 Number & Operations: Multi- Digit Multiplication, Activities 2, 3, 7, 10 and Independent Worksheets 1, 2, 8 Bridges Practice Workbook, pages 23, 24, 37, 53, 61, 75	Formal Unit 1, pages 54–57 (Individual Interview) Unit 2, Sessions 5 & 21 (Unit Pre-and Post-Assessments & Student Reflec- tion Sheet) Set A5 Number & Operations, Multi- Digit Multiplication, Activities 1 & 14
4.1.E Compare the values represent- ed by digits in whole numbers using place value.	Unit 2, Sessions 1–4	September Calendar Grid September Calendar Collector September Problem Solving	Set A3 Number & Operations: Place Value, Activities 1–3 and Indepen- dent Worksheets 1–3 Set A5 Number & Operations: Multi- Digit Multiplication, Activities 2, 3, 7 Bridges Practice Workbook, pages 21, 25, 29	Informal Bridges Practice Workbook, pages 21, 25, 29
4.1.F Fluently and accurately multiply up to a three-digit number by one- and two-digit numbers using the standard multiplication algorithm.	Unit 2, Session 14 (see pages 219–220)	April Problem Solving	Set A5 Number & Operations: Multi- Digit Multiplication, Activities 5, 6, 12, 13 and Independent Worksheets 4, 9 Bridges Practice Workbook, pages 68, 77, 79, 87, 94, 95, 136	Informal Unit 2, Session 14 (Work Sample)
				Formal Set A5 Number & Operations, Multi- Digit Multiplication, Activity 14
4.1.G Mentally multiply two-digit numbers by numbers through 10 and by multiples of 10.	Unit 2, Sessions 6, 9, 11, 15–16		Set A5 Number & Operations: Multi- Digit Multiplication, Activities 10, 11 and Independent Worksheets 5, 6, 8 Bridges Practice Workbook, pages 39, 53, 66, 75, 77, 79, 95	Informal Bridges Practice Workbook, pages 39, 53, 66, 75, 77, 79, 95
				Formal Set A5 Number & Operations, Multi- Digit Multiplication, Activities 1 & 14

Bridges Grade 4 Correlations to Washington Mathematics Performance Expectations (cont.)

NUMBERS, OPERATIONS, ALGEBRA				
MULTI-DIGIT MULTIPLICATION				
WA Performance Expectations	Bridges	Number Corner	Bridges Supplement	Assessment
4.1.H Estimate products to approximate solutions to problems and determine reasonableness of answers.	Unit 2, Sessions 7, 9, 11 Unit 3, Session 17–19 Unit 8, Session 14	December Problem Solving Number Corner Student Book, pages 36, 39, 42	Set A5 Number & Operations: Multi-Digit Multiplication, Activities 4, 5, 6, 8, 9, 11, 12 Set A4 Number & Operations: Estimating to Multiply & Divide, Independent Worksheets 1, 2 & 3 Bridges Practice Workbook, pages 75, 94, 96, 140	Informal Bridges Practice Workbook, pages 75, 94, 96, 140
				Formal Set A5 Number & Operations, Multi-Digit Multiplication, Activities 1 & 14
4.1.I Solve single- and multi-step word problems involving multi-digit multiplication and verify the solutions.	Unit 2, Sessions 6–7, 9–10, 12, 14, 17–19 Unit 2, pages 163, 244 (Home Connections 11 & 17) Unit 2, page 192 (Multiplication Challenge Problems)	November Problem Solving February–April Problem Solving Number Corner Student Book, pages 4, 30, 39, 42, 60, 70, 82, 89, 93, 99, 103	Set A5 Number & Operations: Multi-Digit Multiplication, Activities 2, 4, 9, 13 and Independent Worksheets 1, 3, 5, 9 Bridges Practice Workbook, pages 74, 80, 89, 116	Informal Unit 2, Session 14 (Work Sample) Bridges Practice Workbook, pages 74, 80, 89, 116
				Formal Unit 1, Session 21 (Unit Post-Assessment) Unit 2, Sessions 5 & 21 (Unit Pre- and Post-Assessments) Number Corner Teacher's Guide, pages 60–63, 289–292 (Baseline Assessment, Checkup 3) Bridges Supplement Set A5 Number & Operations: Multi-Digit Multiplication, Activities 1 & 14
4.1.J Solve single- and multi-step word problems involving division and verify the solutions.	Unit 1, Session 10 Unit 2, Sessions 17–18 Unit 3, Session 12–13, 17–18 Unit 8, Sessions 14, 17–18	November Problem Solving February Problem Solving March Problem Solving April Problem Solving Number Corner Student Book, pages 24, 27, 30, 46, 66, 87, 89, 99, 105–106	Bridges Practice Workbook, pages 12, 14, 16, 18, 54, 58, 60, 69	Informal Unit 2, Session 14 (Work Sample) Unit 3, sessions 13 & 17 (Work Samples)
				Formal Unit 1, Sessions 7 & 21 (Unit Pre- and Post-Assessments) Unit 1, pages 54–57 (Individual Interview) Unit 3, Sessions 2 & 20 (Unit Pre- and Post-Assessments & Student Reflection Sheet)

Bridges Grade 4 Correlations to Washington Mathematics Performance Expectations (cont.)

NUMBERS, ALGEBRA				
FRACTIONS, DECIMALS, AND MIXED NUMBERS				
WA Performance Expectations	Bridges	Number Corner	Bridges Supplement	Assessment
4.2.A Represent decimals through hundredths with place value models, fraction equivalents, and the number line.	Unit 6, Sessions 9–20 Unit 6, pages 724, 730 (Home Connections 47, 48)	December Calendar Collector March–May Number Line	Bridges Practice Workbook, pages 113, 137	Informal Unit 6, Sessions 9–10, 13 (Work Samples)
				Formal Unit 6, Sessions 1 & 22 (Unit Pre- and Post-Assessments & Student Reflection Sheet)
4.2.B Read, write, compare, and order decimals through hundredths.	Unit 6, Sessions 9–20 Unit 6, page 724 (Home Connection 47)	December Calendar Collector March–May Number Line	Bridges Practice Workbook, pages 111, 115, 117, 119, 137	Informal Unit 6, Session 10 (Work Sample)
				Formal Unit 6, Sessions 1 & 22 (Unit Pre- and Post-Assessments & Student Reflection Sheet) Number Corner Teacher's Guide, pages 365–369 (Checkup 4)
4.2.C Convert a mixed number to a fraction and vice versa, and visually represent the number.		November Calendar Collector April Calendar Collector	Set A6 Number & Operations: Fractions, Mixed Numbers & Decimals, Activities 1 & 2 Bridges Practice Workbook, pages 45, 46, 47, 63, 101, 103	Informal Bridges Practice Workbook, pages 45, 46, 47, 63, 101, 103
4.2.D Convert a decimal to a fraction and vice versa, and visually represent the number.	Unit 3, Session 3 Unit 5, Sessions 4 Unit 6, Sessions 7–10, 12–14, 18–20 Unit 6, page 715 (Home Connection 46) Unit 8, Session 14	December Calendar Collector March–May Number Line Number Corner Student Book, p. 45	Bridges Practice Workbook, pages 111, 115, 119, 137	Informal Unit 6, Sessions 9–10, 13 (Work Samples)
				Formal Unit 6, Sessions 1 & 22 (Unit Pre- and Post-Assessments & Student Reflection Sheet) Number Corner Teacher's Guide, pages 211–214, 365–369 (Checkups 2 & 4)
4.2.E Compare and order decimals and fractions (including mixed numbers) on the number line, lists and the symbols $<$, $>$, or $=$	Unit 6, Sessions 10–11, 14, 18 Unit 6, pages 673, 715, 724 (Home Connections 43, 46, 47)	December Calendar Collector May Number Line	Bridges Practice Workbook, pages 42, 43, 44, 46, 57, 67, 103, 109, 111, 113, 115, 117, 119, 137	Informal Bridges Practice Workbook, pages 42, 43, 44, 46, 57, 67, 103, 109, 111, 113, 115, 117, 119, 137

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NUMBERS, ALGEBRA				
FRACTIONS, DECIMALS, AND MIXED NUMBERS				
WA Performance Expectations	Bridges	Number Corner	Bridges Supplement	Assessment
4.2.F Write a fraction equivalent to a given fraction.	Unit 3, Sessions 3, 5–9, 11 Unit 6, Sessions 2–3	October Calendar Collector March Calendar Grid April Calendar Collector	Set A6 Number & Operations: Fractions, Mixed Numbers & Decimals, Activities 1 & 2 Bridges Practice Workbook, pages 41, 45, 59	Informal Bridges Practice Workbook, pages 41, 45, 59
4.2.G Simplify fractions using common factors.			Set A6 Number & Operations: Fractions, Mixed Numbers & Decimals, Activity 2 Bridges Practice Workbook, pages 105, 107, 109	Informal Bridges Practice Workbook, pages 105, 107, 109
4.2.H Round fractions and decimals to the nearest whole number	Unit 6, Sessions 19, 21 Unit 8, Sessions 13, 16, 18		Bridges Practice Workbook, pages 109, 117	Informal Bridges Practice Workbook, pages 109, 117
4.2.I Solve single- and multi-step word problems involving comparison of decimals and fractions (including mixed numbers), and verify the solutions.	Unit 3, Sessions 1, 3, 5–9, 11 Unit 5, Session 9 Unit 6, Sessions 2–4, 7–10, 15–19 Unit 6, pages 693, 730, 740 (Home Connections 45, 48 & 49) Unit 8, Sessions 8, 12–14	March Calendar Grid April Problem Solving Number Corner Student Book, pages 42, 45, 74–76, 79, 89, 93	Set A6 Number & Operations: Fractions, Mixed Numbers & Decimals, Activities 1 & 2 Set A6 Number & Operations: Fractions, Mixed Numbers & Decimals, Activity 1 Bridges Practice Workbook, pages 48, 50, 52, 56, 82, 85, 88, 92, 102, 103, 112, 114, 118, 120	Informal Unit 6, Session 17 (Work Sample)
				Formal Unit 1, pages 54–57 (Individual Interview) Unit 3, Sessions 2 & 20 (Unit Pre- and Post Assessments) Unit 6, Sessions 1 & 22 (Unit Pre- and Post-Assessments & Student Reflection Sheet) Number Corner Teacher's Guide, pages 282–292 (Checkup 3)

Bridges Grade 4 Correlations to Washington Mathematics Performance Expectations (cont.)

GEOMETRY, MEASUREMENT, ALGEBRA				
CONCEPT OF AREA				
WA Performance Expectations	Bridges	Number Corner	Bridges Supplement	Assessment
4.3.A Determine congruence of two-dimensional figures	Unit 3, Session 1 Unit 4, Sessions 5–7	November Calendar Grid		
4.3.B Determine the approximate area of a figure using square units.	Unit 1, Sessions 1, 6 Unit 2, Sessions 3–4, 6 Unit 3, page 285 (Home Connection 19) Unit 4, Session 10 Unit 6, Sessions 2–3	April Calendar Grid Number Corner Student Book, page 55	Set D5 Measurement: Area in Metric Units, Activities 1 & 2 and Independent Worksheet 1	
4.3.C Determine the perimeter and area of a rectangle using formulas and explain why the formulas work.	Unit 1, Sessions 19–20 Unit 1, pages 123–124 (Home Connection 10) Unit 6, Sessions 5–6	January Problem Solving April Calendar Grid April Problem Solving Number Corner Student Book, pages 56, 84, 87, 91	Set D5 Measurement: Area in Metric Units, Activities 1 & 2 and Independent Worksheet 1 Set D6 Measurement: Area & Perimeter, Activities 1–4 and Independent Worksheets 1 & 2 Bridges Practice Workbook, pages 19, 21, 22, 139	Informal Bridges Practice Workbook, pages 19, 21, 22, 139
				Formal Unit 2, Sessions 5 & 21 (Unit Pre- and Post-Assessments & Student Reflection Sheet) Number Corner Teacher's Guide, pages 211–214, 282–292 (Checkups 2 & 3)
4.3.D Determine the areas of figures that can be broken down into rectangles.	Unit 4, pages 461–462 and 465–467 (Work Place 4B) Unit 6, Sessions 2–4 Unit 6, page 693 (Home Connection 45)		Set D5 Measurement: Area in Metric Units, Activity 2 (Extension) Set D6 Measurement: Area & Perimeter, Activity 4 and Independent Worksheet 1 Bridges Practice Workbook, pages 19, 121	Informal Bridges Practice Workbook, pages 19, 121
4.3.E Demonstrate that rectangles with the same area can have different perimeters, and that rectangles with the same perimeter can have different areas.	Unit 1, Session 18–20 Unit 1, pages 123–124 (Home Connection 10)	January Problem Solving Number Corner Student Book, page 55	Set D6 Measurement: Area & Perimeter, Activities 3 & 4 and Independent Worksheet 1 Bridges Practice Workbook, pages 122	

Bridges Grade 4 Correlations to Washington Mathematics Performance Expectations (cont.)

GEOMETRY, MEASUREMENT, ALGEBRA				
CONCEPT OF AREA				
WA Performance Expectations	Bridges	Number Corner	Bridges Supplement	Assessment
4.3.F Solve single- and multi-step word problems involving perimeters and areas, and verify the solutions.	Unit 1, Sessions 6, 18–20 Unit 1, pages 123–124 (Home Connection 10) Unit 2, Session 3, 5–6 Unit 3, page 285 (Home Connection 19) Unit 4, Sessions 16, 18 Unit 4, pages 515–516 (Challenge)	January Problem Solving April Calendar Grid April Problem Solving Number Corner Student Book, pages 56, 60, 84, 87, 91	Set D5 Measurement: Area in Metric Units, Activities 1 & 2, and Independent Worksheet 1 Set D6 Measurement: Area & Perimeter, Activities 1–4 and Independent Worksheet 1 Bridges Practice Workbook, pages 20, 64, 80, 88, 130, 138, 140	Informal Bridges Practice Workbook, pages 20, 64, 80, 88, 130, 138, 140
				Formal Unit 1, Sessions 7 & 21 (Unit Pre- and Post-Assessments & Student Reflection Sheet)

GEOMETRY/MEASUREMENT, ALGEBRA, DATA/STATISTICS/PROBABILITY				
ADDITIONAL KEY CONTENT				
WA Performance Expectations	Bridges	Number Corner	Bridges Supplement	Assessment
4.4.A Represent an unknown quantity in simple expressions, equations, and inequalities using letters, boxes, and other symbols.	Unit 7, pages 798–800 (Challenge) Unit 7, Sessions 8, 9, 10, 13	September Problem Solving February Calendar Grid Number Corner Student Book, pages 1–3, 5, 66, 68	Bridges Practice Workbook, pages 37, 123, 124, 126	Formal Number Corner Teacher's Guide, pages 282–292 (Checkup 3)
4.4.B Solve single- and multi-step problems involving familiar unit conversions, including time, within either the U.S. customary or metric system.	Unit 6, pages 685 (Home Connection 44) Unit 8, Sessions 8, 12–13	September Calendar Collector October Calendar Collector November Calendar Collector November Problem Solving Number Corner Student Book, pages 20–21, 27, 30, 33, 105	Bridges Practice Workbook, pages 10, 28, 106, 108, 110, 127	Informal Unit 8, Sessions 8 & 13 (Work Samples) Bridges Practice Workbook, pages 10, 28, 106, 108, 110, 127
				Formal Unit 8, Session 19 (Unit Post-Assessment) Number Corner Teacher's Guide, pages 97–101, 211–214 (Checkups 1 & 2)

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GEOMETRY/MEASUREMENT, ALGEBRA, DATA/STATISTICS/PROBABILITY				
ADDITIONAL KEY CONTENT				
WA Performance Expectations	Bridges	Number Corner	Bridges Supplement	Assessment
4.4.C Estimate or determine elapsed time using a calendar, a digital, and analog clock.	Unit 3, Session 9 Unit 3, page 329 (Home Connection 23)	January Calendar Grid January Problem Solving Number Corner Student Book, pages 47–48, 56–58, 60	Bridges Practice Workbook, pages 7, 27, 28, 50, 91, 93, 100, 109	Informal Bridges Practice Workbook, pages 7, 27, 28, 50, 91, 93, 100, 109
				Formal Number Corner Teacher's Guide, pages 60–63, 211–214 (Baseline Assessment, Checkup 2)
4.4.D Graph and identify points in the first quadrant of the coordinate plane using ordered pairs.	Unit 7, Sessions 2–3, 6, 8–9, 13 Unit 7, page 853 (Home Connection 54) Unit 8, Sessions 9–11 Unit 8, pages 925, 934 (Home Connections 56, 57)			
4.4.E Determine the median, mode, and range of a set of data and describe what each measure indicates about the data.	Unit 5, Session 11 Unit 5, page 627 (Home Connection 41) Unit 8, sessions 3, 5, 7, 17		Bridges Practice Workbook, pages 132, 134	Informal Unit 8, Sessions 6–7, 17–18 (Work Samples)
				Formal Unit 8, Sessions 1 & 19 (Unit Pre- and Post-Assessments)
4.4.F Describe and compare the likelihood of events.	Unit 5, Sessions 2–4, 6, 10, 12, 14–15	January Calendar Collector February Calendar Collector Number Corner Student Book, pages 59, 63	Set E1Data Analysis: Probability & Technology, Activities 1 & 2 and Independent Worksheet 1 Bridges Practice Workbook, pages 86, 90	Informal Unit 5, Sessions 4, 15 (Work Samples)
				Formal Unit 5, Sessions 1 & 18 (Unit Pre- and Post-Assessments) Number Corner Teacher's Guide, pages 289–292 (Checkup 3)
4.4.G Determine a simple probability from a context that includes a picture.	Unit 5, Sessions 9–10	Number Corner Student Book, page 65	Bridges Practice Workbook, pages 84, 86, 90	Formal Unit 5, Sessions 1 & 18 (Unit Pre- and Post-Assessments) Number Corner Teacher's Guide, pages 365–369 (Checkup 4)

Bridges Grade 4 Correlations to Washington Mathematics Performance Expectations (cont.)

GEOMETRY/MEASUREMENT, ALGEBRA, DATA/STATISTICS/PROBABILITY				
ADDITIONAL KEY CONTENT				
WA Performance Expectations	Bridges	Number Corner	Bridges Supplement	Assessment
4.4.H Display the results of probability experiments in clear displays, and interpret the results.	Unit 5, Sessions 5, 7–9, 12–15 Unit 5, page 600 (Home Connection 39)	January Calendar Collector February Calendar Collector Number Corner Student Book, pages 49, 59, 63, 69	Set E1Data Analysis: Probability & Technology, Activities 1 & 2 and Independent Worksheet 1	Informal Unit 5, Sessions 15 (Work Sample)
				Formal Unit 5, Session 18 (Unit Post-Assessment)

REASONING, PROBLEM SOLVING, AND COMMUNICATION				
WA Performance Expectations	Bridges	Number Corner	Bridges Supplement	Assessment
4.5.A Determine the question(s) to be answered given a problem situation.	Unit 1, Session 10 Unit 2, Sessions 14, 19 Unit 3, Sessions 13, 17–18 Unit 8, Sessions 9, 13	January Calendar Collector February Calendar Collector February–May Problem Solving Note: See February, pages 243–244, Introducing the Problem Solving Solution Page.	Bridges Practice Workbook, pages 30, 38, 40, 62, 69, 70, 72, 76, 78, 140	Formal Unit 2, Sessions 5 & 21 (Unit Pre- and Post-Assessments) Unit 7, Sessions 4 & 14 (Unit Pre- and Post-Assessments)
4.5.B Identify information that is given in a problem and decide whether it is essential or extraneous to the solution of the problem.	Unit 2, Session 14 Unit 3, Sessions 13, 17–18 Unit 4, Sessions 1, 13 Unit 5, Sessions 15–16 Unit 7, Sessions 1, 9, 11–13 Unit 8, Sessions 13, 15, 17–18	September–May Calendar Grid February–May Problem Solving Note: See February, pages 243–244, Introducing the Problem Solving Solution Page.	Bridges Practice Workbook, pages 40, 62, 69, 70, 72, 76, 78, 97, 140	Formal Unit 2, Sessions 5 & 21 (Unit Pre- and Post-Assessments)
4.5.C Identify missing information that is needed to solve a problem.	Unit 2, Sessions 18–19 Unit 3, Sessions 12–13 Unit 4, Session 13 Unit 5, Sessions 12–14 Unit 7, Session 1–3, 10 (What’s Missing? Bingo), 12 Unit 8, Sessions 9–11	January Calendar Collector February Calendar Collector February–May Problem Solving	Bridges Practice Workbook, pages 97, 99	Informal Bridges Practice Workbook, pages 97, 99
4.5.D Determine whether a problem to be solved is similar to previous solved problems, and identify possible strategies for solving the problem.	Unit 1, Sessions 9–10, 12 Unit 3, Sessions 13, 15 Unit 2, Sessions 11, 14, 19–20 Unit 5, Sessions 16–17 Unit 6, Sessions 15–17 Unit 7, pages 826–827 (Challenge)	March–May Problem Solving		

Bridges Grade 4 Correlations to Washington Mathematics Performance Expectations (cont.)

REASONING, PROBLEM SOLVING, AND COMMUNICATION				
WA Performance Expectations	Bridges	Number Corner	Bridges Supplement	Assessment
4.5.E Select and use one or more appropriate strategies to solve a problem and explain why that strategy was chosen.	Unit 2, Sessions 14, 19–20 Unit 3, Sessions 13, 17–18 Unit 6, Sessions 3–4, 10, 15–17 Unit 7, Session 1 Unit 8, Session 13, 17–18	February–May Problem Solving Note: See February, pages 243–244, Introducing the Problem Solving Solution Page. Number Corner Student Book, pages 8, 11, 14–15, 17, 24, 27, 30, 39, 46, 56–58, 60–61, 64, 66, 70, 73, 78, 82, 89, 90–100, 103–104, 106	Set A5 Number and Operations: Multi-Digit Multiplication, Activities 6, 12, 13 and Independent Worksheet 5 Bridges Practice Workbook, page 98	Informal Unit 2, pages 253–254 (Revising Work from Session 19)
				Formal Unit 2, Sessions 5 & 21 (Unit Pre- and Post-Assessments) Unit 7, Sessions 4 & 14 (Unit Pre- and Post-Assessments)
4.5.F Represent a problem situation using words, numbers, pictures, physical objects, or symbols.	Unit 1, Sessions 10, 19 Unit 2, Sessions 7, 9, 12, 14, 19–20 Unit 3, Session 13, 15, 17 Unit 6, Sessions 3–4, 10, 15–17 Unit 7, Sessions 1–3, 5–7, 13 Unit 8, Session 3, 13	February–May Problem Solving Number Corner Student Book, pages 8, 11, 14–15, 17, 24, 27, 30, 39, 46, 56–58, 60–61, 64, 66, 70, 73, 78, 82, 89, 90–100, 103–104, 106	Bridges Practice Workbook, pages 30, 38, 40, 62, 69, 70, 72, 76, 78, 98, 100, 140	Informal Unit 2, pages 253–254 (Revising Work from Session 19)
				Formal Unit 2, Sessions 5 & 21 (Unit Pre- and Post-Assessments) Unit 7, Sessions 4 & 14 (Unit Pre- and Post-Assessments)
4.5.G Explain why a specific problem-solving strategy or procedure was used to determine a solution.	Unit 2, Session 14, 20 Unit 3, Sessions 13, 15 Unit 4, Sessions 5, 7–9 Unit 5, Session 13–14 Unit 6, Sessions 15–17 Unit 7, Sessions 1–3, 13 Unit 8, Sessions 5–6, 13	October–May Problem Solving	Set A5 Number and Operations: Multi-Digit Multiplication, Activities 6, 11, 12, 13 and Independent Worksheet 5 Bridges Practice Workbook, page 98	
4.5.H Analyze and evaluate whether a solution is reasonable, is mathematically correct, and answers the question.	Unit 1, Session 17 Unit 2, Sessions 12, 19–20 Unit 3, Sessions 13, 15, 18 Unit 4, Session 18 Unit 6, Sessions 15–17 Unit 8, Sessions 5–6, 10–11	October–May Problem Solving	Set A4 Number & Operations: Estimating to Multiply & Divide, Independent Worksheets 1, 2 & 3 Bridges Practice Workbook, pages 94, 96, 100, 135, 140	Informal Unit 2, pages 253–254 (Revising Work from Session 19) Bridges Practice Workbook, pages 94, 96, 100, 135, 140
4.5.I Summarize mathematical information, draw conclusions, and explain reasoning.	Unit 1, Sessions 11–12 Unit 5, Sessions 5, 7–8, 12–15 Unit 7, Sessions 2–3, 5–6, 8, 13 Unit 8, Sessions 9–11, 17–18	January Calendar Collector February Calendar Grid February Calendar Collector March Calendar Collector	Set E1 Data Analysis: Probability & Technology, Activities 1 & 2 and Independent Worksheet 1	

Bridges Grade 4 Correlations to Washington Mathematics Performance Expectations (cont.)

REASONING, PROBLEM SOLVING, AND COMMUNICATION				
WA Performance Expectations	Bridges	Number Corner	Bridges Supplement	Assessment
4.5.J Make and test conjectures based on data (or information) collected from explorations and experiments.	Unit 1, Sessions 11–12, 18–19 Unit 3, Session 15 Unit 5, Sessions 3, 6–7, 12–15 Unit 7, Sessions 1, 3, 5–6, 8, 13 Unit 8, Sessions 9–11. 17–18	January Calendar Collector February Calendar Grid February Calendar Collector March Calendar Collector	Set E1Data Analysis: Probability & Technology, Activities 1 & 2 and Independent Worksheet 1	

